

ELLOREE HIGH

P. O. Box 820
Elloree, South Carolina 29047

GRADES 7-12 Middle School

ENROLLMENT 408 Students

PRINCIPAL Jacqueline Pelzer Shuler 803-897-2232

SUPERINTENDENT David Longshore, Jr. 803-496-3288

BOARD CHAIR S. B. Marshall 803-496-3288

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

UNSATISFACTORY

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	2	11	9

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This school met 7 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

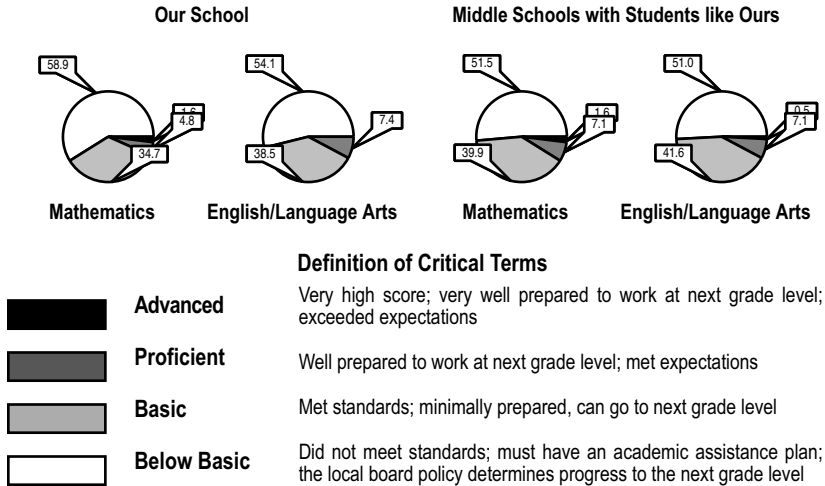
WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Unsatisfactory	Good	N/A
2002	Unsatisfactory	Average	N/A
2003	Unsatisfactory	Below Average	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS



NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	34	44	0
Percent satisfied with learning environment	64.7%	54.5%	N/R
Percent satisfied with social and physical environment	78.8%	59.1%	N/R
Percent satisfied with home-school relations	28.1%	75.0%	N/R

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	152	95.4	54.1	38.5	7.4	N/A	7.4	17.6
Gender								
Male	77	90.9	59.0	37.7	3.3	N/A	3.3	17.6
Female	75	100.0	49.2	39.3	11.5	N/A	11.5	17.6
Racial/Ethnic Group								
White	16	100.0	9.1	54.5	36.4	N/A	36.4	17.6
African-American	134	95.5	58.6	36.9	4.5	N/A	4.5	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	1	N/A	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	118	94.9	48.4	41.8	9.9	N/A	9.9	17.6
Disabled	34	97.1	71.0	29.0	N/A	N/A	N/A	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	152	95.4	54.1	38.5	7.4	N/A	7.4	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	152	95.4	54.1	38.5	7.4	N/A	7.4	17.6
Socio-Economic Status								
Subsidized meals	144	95.1	55.1	37.3	7.6	N/A	7.6	17.6
Full-pay meals	6	100.0	N/A	N/A	N/A	N/A	N/A	17.6

Mathematics								
All students	152	96.1	58.9	34.7	4.8	1.6	6.5	15.5
Gender								
Male	77	94.8	63.5	33.3	1.6	1.6	3.2	15.5
Female	75	97.3	54.1	36.1	8.2	1.6	9.8	15.5
Racial/Ethnic Group								
White	16	87.5	18.2	45.5	27.3	9.1	36.4	15.5
African-American	134	97.8	62.8	33.6	2.7	0.9	3.5	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	1	N/A	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	118	94.9	47.8	43.5	6.5	2.2	8.7	15.5
Disabled	34	100.0	90.6	9.4	N/A	N/A	N/A	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	152	96.1	58.9	34.7	4.8	1.6	6.5	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	152	96.1	58.9	34.7	4.8	1.6	6.5	15.5
Socio-Economic Status								
Subsidized meals	144	95.8	58.3	35.0	5.0	1.7	6.7	15.5
Full-pay meals	6	100.0	N/A	N/A	N/A	N/A	N/A	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	71	N/A	43.7	47.9	8.5	N/A	8.5
	Grade 8	65	N/A	47.6	44.4	4.8	3.2	7.9
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	69	97.1	58.3	31.7	10.0	N/A	10.0
	Grade 8	83	94.0	50.0	45.2	4.8	N/A	4.8

Mathematics								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	71	N/A	69.0	28.2	2.8	N/A	2.8
	Grade 8	65	N/A	65.1	30.2	4.8	N/A	4.8
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	69	98.6	60.0	30.0	6.7	3.3	10.0
	Grade 8	83	94.0	57.8	39.1	3.1	N/A	3.1

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 408)				
Students enrolled in high school credit courses (grades 7 & 8)	0.0%	No change	8.5%	14.4%
Retention rate	0.2%	Down from 8.9%	1.6%	2.3%
Attendance rate	95.4%	Down from 98.0%	94.6%	95.2%
Eligible for gifted and talented	3.9%	Up from 2.5%	5.5%	13.6%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	13.0%	Up from 8.9%	16.3%	14.1%
Older than usual for grade	10.0%	No change	9.9%	4.9%
Suspended or expelled	5.6%	Up from 1.0%	2.0%	1.3%
Annual dropout rate	0.0%	No change	0.0%	0.0%

Teachers (n= 37)				
Teachers with advanced degrees	48.6%	Up from 45.9%	41.8%	47.1%
Continuing contract teachers	62.2%	Up from 45.9%	64.2%	82.5%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	67.1%	Down from 67.5%	72.3%	84.3%
Teacher attendance rate	94.4%	Up from 94.3%	94.9%	95.0%
Average teacher salary	\$39,661	Up 7.2%	\$38,489	\$39,924
Prof. development days/teacher	19.5 days	Up from 12.7 days	13.0 days	10.7 days

School				
Principal's years at school	1.0	Up from 0.5	2.0	3.0
Student-teacher ratio	17.2 to 1	Up from 17.0 to 1	17.9 to 1	21.0 to 1
Prime instructional time	87.8%	Down from 91.2%	86.7%	88.9%
Dollars spent per pupil*	\$8,382	Up 0.1%	\$7,500	\$5,854
Percent spent on teacher salaries*	67.7%	Up from 53.3%	59.0%	62.0%
Opportunities in the arts	Good	Down from Excellent	Good	Good
Parents attending conferences	34.0%	Down from 88.3%	89.0%	94.8%
SACS accreditation	no	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Ellore High School serves students in grades 7-12 and is located in Ellore in eastern Orangeburg County. Of our 405 students, 92 percent are African-Americans and approximately 90 percent receive free/reduced-price lunch.

All students scoring below basic on the spring 2002 PACT in ELA and/or Math have been placed on Academic Assistance Plans, have had conferences scheduled for their parents/guardians, and have received additional after school assistance. Students scoring basic and above on the spring 2002 PACT in ELA and/or Math received additional specialized academic assistance during the regular school day. Based on the increases from the 2001 scores in 7th and 8th grade ELA and 8th grade Math, the efforts have proven productive.

From spring 2000 through spring 2002, the number of 10th graders at EHS passing all three subtests of the Exit Exam on the first attempt has increased from 30 percent to 55 percent. Preliminary 2003 data indicates that the improvement trend continues. The administrators, faculty, and staff have adopted the whole-school approach with confidence that all 10th graders will be successful on the first attempt this year. Several initiatives have ensued: the mock Exit Exam; blocks of time allocated for reading, writing, and math in all classes; additional vocabulary and reading school-wide initiatives; the establishment of several after school tutorial programs; and strategic scheduling. The expectation is that these and other initiatives, including assistance from Teacher and Curriculum Specialists, will aid in improving students' academic performance in the classroom and yield greater improvement on all standardized assessments.

In order to ensure continued improvements, we solicit more parental involvement by having parents visit EHS and monitor the progress of their children, ensure that students regularly attend school and the after school programs that are available, monitor the hours that students work at night, and aid us in holding students accountable for their academic growth. We will continue to ensure that highly qualified, well-prepared, and committed teachers are available to teach students at EHS.

Jacqueline Pelzer Shuler

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.